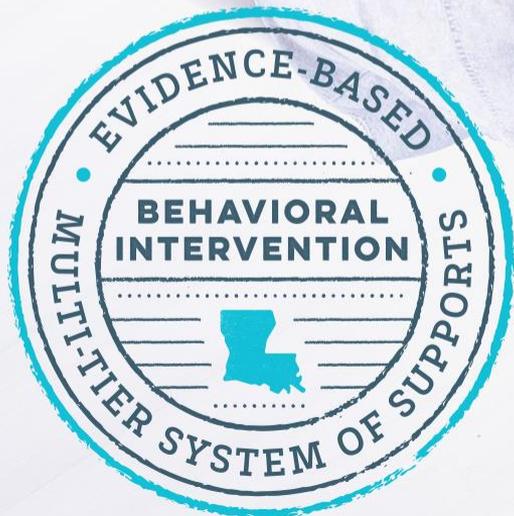


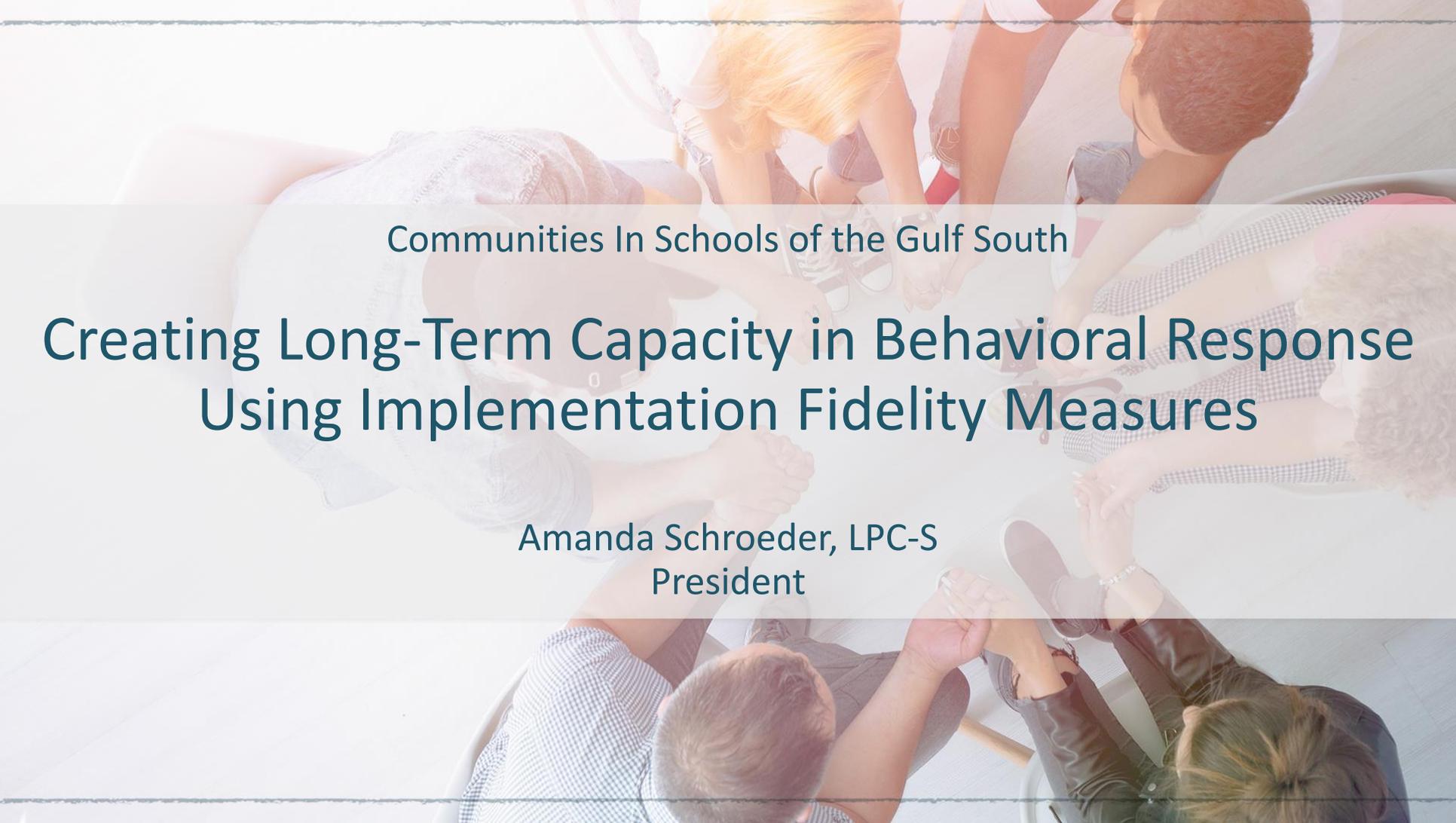
2019

BEHAVIORAL INTERVENTION SUMMIT



January 30, 2019 • Raising Cane's River Center, Baton Rouge

 DEPARTMENT of
EDUCATION
Louisiana Believes

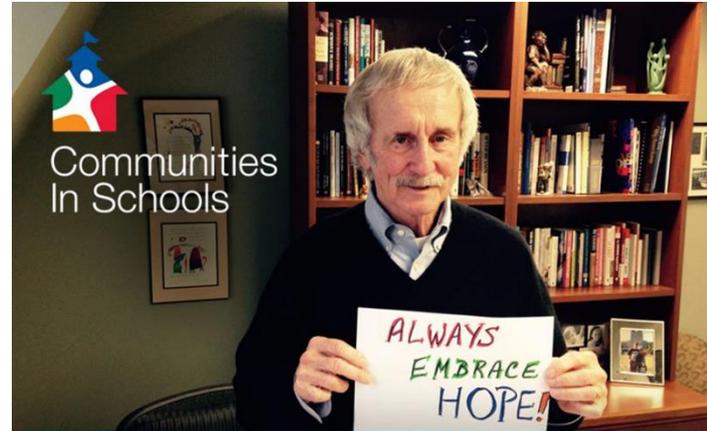


Communities In Schools of the Gulf South

Creating Long-Term Capacity in Behavioral Response Using Implementation Fidelity Measures

Amanda Schroeder, LPC-S
President

Who is CIS?



“I still haven’t seen one program change one kid’s life. What changes people is relationships. Somebody willing to walk through the shadow of the valley of adolescence with them.”

– Bill Milliken, founder of Communities In Schools

© Communities In Schools 2010

Who is CIS?



2,300

SCHOOLS



1.48M

STUDENTS SERVED LAST YEAR



42,000

COMMUNITY VOLUNTEERS

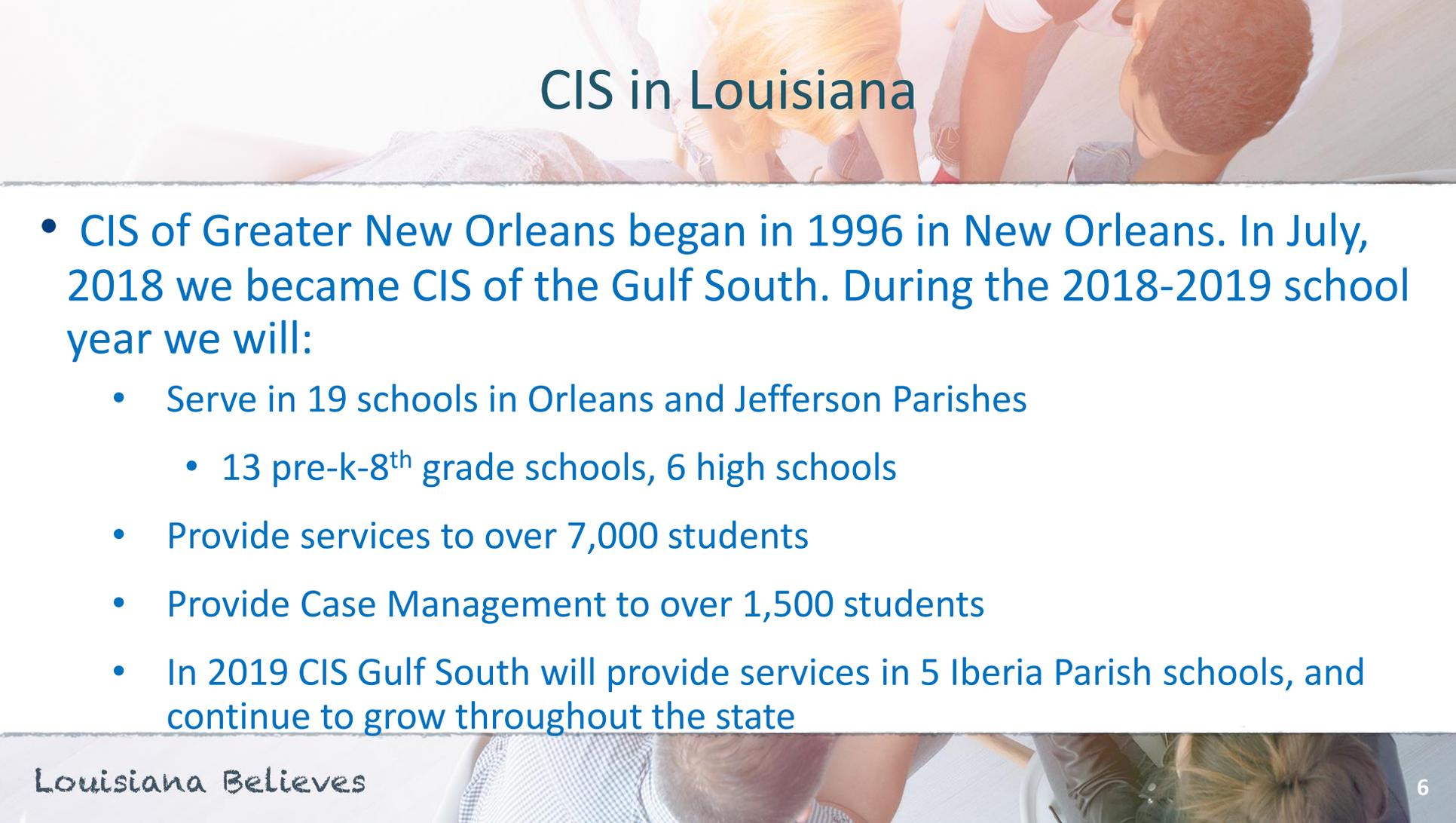


155

AFFILIATES IN THE U.S.

Who is CIS





CIS in Louisiana

- CIS of Greater New Orleans began in 1996 in New Orleans. In July, 2018 we became CIS of the Gulf South. During the 2018-2019 school year we will:
 - Serve in 19 schools in Orleans and Jefferson Parishes
 - 13 pre-k-8th grade schools, 6 high schools
 - Provide services to over 7,000 students
 - Provide Case Management to over 1,500 students
 - In 2019 CIS Gulf South will provide services in 5 Iberia Parish schools, and continue to grow throughout the state



Current CIS Staff

- Types of CIS school staff members:
 - Directors of Student Services
 - Site Coordinators
 - Behavioral Health Counselors
 - Social Emotional Coordinators



LDOE BI REDESIGN AND CIS

All UIR for discipline schools must work with a selected BI Partner to design, plan and implement a Multi-Tier System of Support (MTSS)

- MTSS prioritizes alignment of resources and support for students, teachers and staff and includes:
 - Universal screening of all students for social and emotional needs,
 - Collaborative data-based decision making to guide more intensive screening and referrals,
 - Evidence based interventions for students that struggle in routine instruction and social-emotional behaviors, and
 - Frequent progress monitoring of interventions to facilitate necessary adjustments.



LDOE FIVE PILLARS

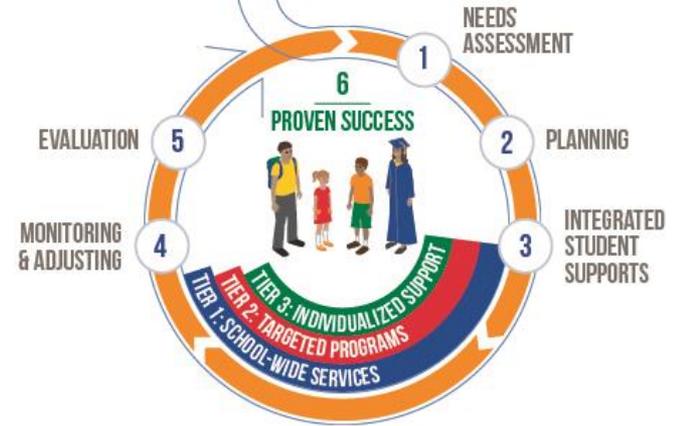
FIVE PILLARS OF BEHAVIOR INTERVENTION

- Content & Curriculum
 - SEL & Discipline Program
- Accountability
 - Data, progress monitoring, feedback loops, & evaluation
- Professional Learning
 - PD's to staff on SEL, de-escalation, classroom discipline, etc
- Continuum of Support
 - “Multi-tier support”
- Data Based Decision Making
 - Surveys, interviews, and quantitative data reviewed and analyzed to make adjustments

The CIS Model



- CIS AFFILIATES
- SITE COORDINATORS
- COLLABORATIVE PARTNERS



Needs Assessment



- CIS AFFILIATES
- SITE COORDINATORS
- COLLABORATIVE PARTNERS



Conducting a Needs Assessment

- 1) Collect specific data points
 - Demographics, ISS, ADA, student risk factors, etc.
- 2) What are your current assets and deficiencies
 - Current resources and gaps
- 3) Determine who should be included?
 - Parents, Teachers, Staff, Leadership, Students, Community Partners
- 4) How will you survey?
 - Interviews, online surveys, group vs individual forms
 - Provide different formats for different groups, likert scale, short answer etc
- 5) Analyzing the results
 - Identify a team to review survey results and compile a full report

Example Survey Questions

Needs/Issues	Does this need exist?	Priority level	List the programs or services that the SCHOOL provides to address this issue. If none, put N/A.
Crisis intervention	Y N	H M L	
Sex Education services	Y N	H M L	
Self esteem/Social skills activities	Y N	H M L	
Anti-bullying programs	Y N	H M L	
Substance abuse prevention/services	Y N	H M L	

4) What do you see as the 3 greatest needs or areas to improve upon at your child's school right now?

5) Which of the following resources would parents/guardians be interested in, if there were available at your child's school? Please check all that apply.

- Parent/family events
- Family newsletter
- Family health workshops
- Homework help workshops
- Positive discipline workshops
- Cultural events
- Family support groups
- Workshops on talking to teens

Creating a Plan



- CIS AFFILIATES
- SITE COORDINATORS
- COLLABORATIVE PARTNERS



Creating A Plan

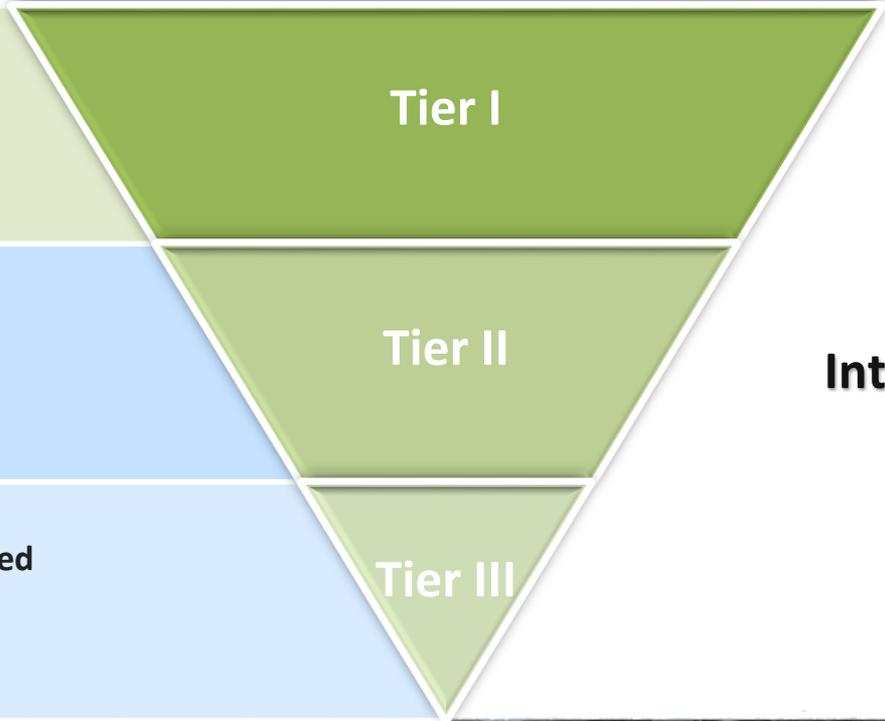
- 1) Needs Assessment data report
 - Top findings from all stakeholders
 - Review all current resources and community resources
- 2) Prioritize goals based on needs assessment
- 3) Determine top three goals (maximum)
 - Create SMART goals (specific, measurable, attainable, relevant, timely)
- 4) What interventions, partners, resources are needed to reach each goal?
- 5) What tiers of support will be provide to achieve goal(s) and frequency of tiers
- 6) What data sources will be needed and collected to determine progress toward goal(s) achievement

Plan Example

<<Goal 1>>		
Measurement and Evaluation		
Data Collection		
Data Collected: <i>(example: school daily attendance, # of parents at homework assembly, specific data points)</i>	Data Source: <i>(example: attendance reports, sign-in sheet at assembly)</i>	Frequency of Collection: <i>(example: every grading period)</i>
Monitoring, Adjusting and Reporting		
Monitoring and Adjusting Process: <i>(describe what process is used to monitor and adjust supports)</i>	Data/Information Source: <i>(identify what information is used to determine if progress is happening)</i>	Monitoring/Adjustment Frequency: <i>(determine how often support plans are assessed and adjusted if needed)</i>
Progress Reporting: <i>(describe how progress will be reported to leadership and school support team)</i>	Responsible Party: <i>(identify those who will receive progress reports)</i>	Reporting Frequency: <i>(state the frequency for when individuals will receive reports)</i>
Goal-Specific Programs		
Program Name and Description:		
Provider(s): <i>(list all support providers e.g. partners, CIS staff, school staff, volunteers, etc.)</i>	Connecting Students <i>(describe how you will connect individuals to this support e.g. referral process)</i>	
Focus of Support	Projected # of participants	Frequency of Support
<input type="checkbox"/> Tier I <input type="checkbox"/> Tier II <input type="checkbox"/> Tier III	Standard Units: Days:	<input type="checkbox"/> Per Grading Period <input type="checkbox"/> Daily <input type="checkbox"/> One-time <input type="checkbox"/> Other: Weekly <input type="checkbox"/> Monthly
Type of Support (check all that apply)		
<input type="checkbox"/> Academic Assistance <input type="checkbox"/> Behavioral Interventions <input type="checkbox"/> Family Engagement	<input type="checkbox"/> Mental Health Services <input type="checkbox"/> College and Career Prep <input type="checkbox"/> Life/Social Skills	<input type="checkbox"/> Physical Health Services <input type="checkbox"/> Community and Service Learning <input type="checkbox"/> Enrichment Activities
Notes:		

Three Tiers of Support

- Widely available services designed to foster a positive school climate and address school-level risk factors.
- Targeted services typically provided in a group setting to students with a common need.
- Intensive, individualized services typically provided in a one-on-one setting to students with highly specific needs.



Low
↑ Intensity ↓
High

Types of Services



**COLLEGE &
CAREER PREP**



**COMMUNITY &
SERVICE LEARNING**



MENTAL HEALTH



**BEHAVIORAL
INTERVENTIONS**



PHYSICAL HEALTH



BASIC NEEDS



LIFE SKILLS



**ACADEMIC
ASSISTANCE**



**FAMILY
ENGAGEMENT**



ENRICHMENT



Three Tiers to Achieve Behavior Goals

Goal: Kennedy High School will decrease ISS to less than 10% of students

Needs Assessment findings:

- Current ISS rate is 18%
- 95% of students live below poverty
- Teachers reported students with low emotional regulation
- Community reports high levels of violence in neighborhoods

Interventions:

- Tier 1-
- Tier 2-
- Tier 3-

Monitoring & Adjusting Your Plan



- CIS AFFILIATES
- SITE COORDINATORS
- COLLABORATIVE PARTNERS



Monitoring & Adjusting

- 1) What data points are required to measure effectiveness?
 - Qualitative and quantitative data points
- 2) Frequency of monitoring and adjusting
 - Weekly, Monthly, Quarterly
- 3) Who is the responsible party for gathering data points?
- 4) How frequently will data be reviewed and adjusted?
- 5) What team members need to be included?
- 6) Who else will the information be disseminated to and how?

Evaluation



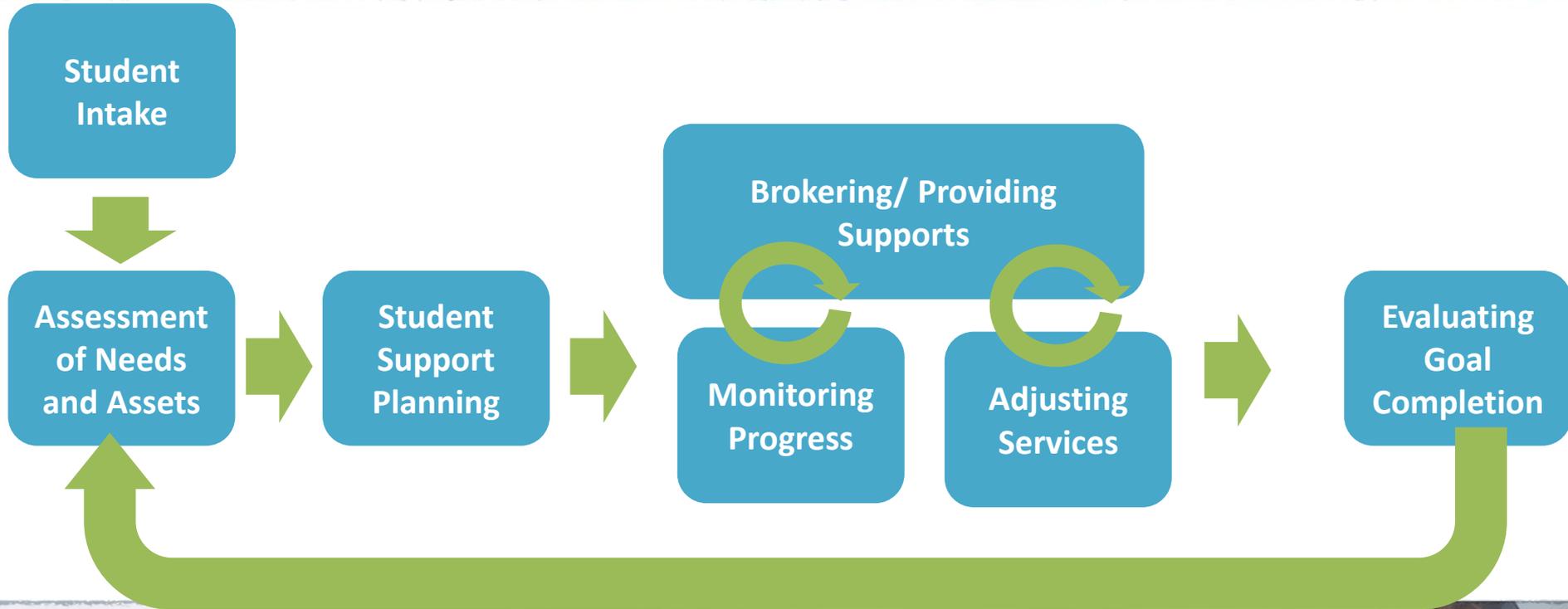
- CIS AFFILIATES
- SITE COORDINATORS
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Evaluation of Interventions & Plan

- 1) Review of final data points
- 2) Surveys to stakeholders on effectiveness of each intervention
- 3) Final report of qualitative and quantitative data compiled
- 4) What team members need to be included?
- 5) Who will the information be disseminated to and how?
- 6) How will the findings effect future plans?
 - Grows and Glows

Tier 3 Student Process



Tier 3 Student Planning



- CIS AFFILIATES
- SITE COORDINATORS
- COLLABORATIVE PARTNERS



Individual Student Plan

- 1) How are students referred/ determined need for tier 3 supports?
- 2) Designate coordinator for individual students
- 3) What team members need to be included?
- 4) What will family engagement look like for the plan?
- 5) Create SMART goal
- 6) Determine interventions and resources needed for student
- 7) Use qualitative and quantitative data points
- 8) How often will plan be monitored and adjusted
- 9) Who will the information be disseminated to and how?
- 10) How will the findings effect future plans?
 - Grows and Glows



QUESTIONS